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ABSTRACT

The Social Skills Diagnostic Screen (SSDS), developed by the Fort McMurray School District in Alberta, Canada, in 1991-92, is a checklist which may be used by teachers, parents, counsellors, and students to ascertain a student's level of social development. The SSDS may also serve as a tool to specify or clarify specific social skills with which the student may require assistance. This manual examines the development of the SSDS, explains its administration and scoring, and includes a copy of the test itself. The SSDS assesses personal and interpersonal factors, social reasoning skills, and classroom behaviors, and is part of a three-level approach to measuring and reporting students' social skills. The first level is reporting to parents, at report card time, the social development of their children. Should the parent or teacher require further information regarding social development, the SSDS can be used as the second level. The third level of measurement requires the administration of standardized instruments by qualified professionals. Four appendixes contain SSDS pilot test results, mean scores by grade and sex, the SSDS itself, and an SSDS composite profile form.

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Social Skills Diagnostic Screen

Administration Manual

Fort McMurray School District No. 2833

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Educational Quality Indicators:
Collaboration in Action

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Social Skills Diagnostic Screen

Administration Manual

Fort McMurray School District No. 2833

Under Contract to Alberta Education
Edmonton, Alberta

Please Note

The views and recommendations expressed in this report are those of the researchers and not necessarily those of the Department of Education.

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The Fort McMurray Public School District No. 2833 wishes to sincerely thank Dr. David Young, who not only originated the Educational Quality Indicators Project in conjunction with the Provincial EQI Initiative, but who also authored the *Social Skills Diagnostic Screen.*

In addition, the District wishes to acknowledge Dr. Nelly McEwen, who served as the Educational Quality Indicators Coordinator for the province of Alberta. Without Dr. McEwen's help and guidance over the three years of the project, the quality of the *Social Skills Diagnostic Screen* and the research surrounding it would not have been possible.

A number of schools were involved in norming the screen: Fort McMurray Composite High School, Greely Road School and Westview School. Parents, teachers and staff of these schools all devoted time and energy towards the norming.

Special thanks are extended to those individuals who spent many hours of their personal time collaborating with the project team. This group includes Linda Boschman, Judy Burwash, Paula Hanson, Pam MacGillivray, Sylvia Rees and Melissa Thompson.

Leigh Anne Willard prepared the *Social Skills Diagnostic Screen Administration Manual* and Anne Sherman developed the *Social Skills Development Activity Manual*. Both manuals were edited by Paula Hanson. These documents are valuable products of Fort McMurray Public's EQI Project and enhance the value of the research for other school districts.

Over the three years of the project, the team was coordinated by Dr. David Young, Leigh Anne Willard and Jeff Lodge. Without the dedication and leadership of this group, the project might not have been completed. It is then, with much appreciation that Fort McMurray School District No. 2833 acknowledges the coordinators' contributions and offers sincere thanks to all the individuals who made this EQI project a success.

Overview

The *Social Skills Diagnostic Screen* is a checklist which may be used by teachers, parents, counsellors and students to ascertain a student's level of social development. It may also serve as a tool to specify or clarify specific social skills with which the student may require assistance.

The screen is part of a three-level approach to measuring and reporting students' social skills. The first level is reporting to parents, at report card time, the social development of their children. Should the parent or teacher require further information regarding social development, the screen can be used as the second level. The instrument is completed by the parent, teacher and student. The third level of measurement requires the administration of standardized instruments by qualified personnel.

The *Social Skills Diagnostic Screen* may be administered by classroom teachers, school counsellors or by others who need a practical, easily administered and interpreted assessment of social development. It may serve as a basis for discussion or clarification of the need for more formal assessment, or as a starting point for an Independent Program Plan (IPP) for a student's social development.

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Introduction

Background

Fort McMurray School District No. 2833 has been involved in the development of student performance indicators and standards since 1982. The first Annual System Student Evaluation Report (1986-1987) was presented to trustees by the district administration in October 1987. The report drew together data from a variety of sources and included information on the educational health of students in the system across four domains: academic, behavioral/emotional/attitudinal, physical, and cultural. Some of the approaches to identify and collect the data took almost four years to put into place. The first report represented a major effort to provide "measurable" evidence to the trustees and the public on the effectiveness of the district's educational efforts.

Although the defined outcomes and standards of the district's "indicator system" formed a solid basis for future development, specific indicators and their associated standards were quickly identified as needing revision and refinement. The indicators and standards considered to require the most revision were those related to the area of social skills, behaviors and attitudes. In particular, there was deemed to be a need to shift the conceptual emphasis from a focus on "negative" indicators to those of a more "positive" nature.

In 1989 the district embarked on a study, under the auspices of the provincial Educational Quality Indicators (EQI) Initiative, to develop a set of social skills, behaviors and attitude indicators, and standards. These standards would be used to assess the quality of a selected portion of the district's program and delivery.

To fulfill the study purpose, it was necessary to complete the following tasks:

1. to identify or develop a set of desirable student social skills;
2. to identify or develop measurable outcomes and standards for the desirable student social skills;
3. to establish a methodology for collecting, analyzing and interpreting the data;
4. to identify or develop strategies for teaching the identified desirable student social skills; and
5. to identify or develop a means for reporting information and findings to users.

In summary, the *Social Skills Diagnostic Screen* was a direct result of the objectives outlined above. For additional information the reader may refer to *A Study to Identify and Measure Desirable Student Social Outcomes* (Fort McMurray Public, 1993).

Social Competence, The Construct

As schools appear to be increasingly more responsible for the development of socially competent youth, there is a practical need to understand what constitutes a socially competent individual and how these competencies are best assessed and reported.

After reviewing the literature regarding social competence, the Fort McMurray team made a decision to use a systems perspective as the basis of the organizational framework for the conceptualization of social competence. Figure 1 presents a modified CIPP model (Worthen & Saunders, 1987) as the conceptual framework for understanding social competence. In general, for socially competent responses (social outcomes) students are required to process social knowledge, skills and attitudes and respond in ways that are appropriate to a particular social environment. When students are perceived and received positively by the respondent (individual they are interacting with) then they would be viewed as **socially competent**.

Assessment of Social Skills

In a comprehensive review of the literature regarding the assessment of social competence, it was clear that no single approach emerged as the best method for social skills assessment in all social contexts. Therefore there was a need for the development of a comprehensive assessment strategy which would be valid, reliable and practical. The assessment strategy would be based on multiple information sources and assessment methods, suitable to a variety of developmental levels, audiences and situations. The strategy would focus on the identified social inputs, processes and outcomes. In a search for suitable assessment instruments the team found several standardized instruments which appeared to fit the criteria noted previously. They were the *Self- Perception Profile for Children* (Harter, 1985), the *Self-Perception Profile for Adolescents* (Harter, 1988) and the *Social Skills Rating System* (Gresham & Elliot, 1990). These instruments were field-tested in the fall of 1990 with students in grades 3, 6 and 11.

Two problems were identified with the use of the instruments: test training of teachers, and ease of administration. Without a fairly comprehensive training session, teachers felt very uncomfortable with administering, analyzing and interpreting results, and with responding to parental suspicion and antagonisms. Teachers deemed administration to be difficult because of the amount of time involved by each teacher in assessing each child, analyzing the results, and ensuring parental returns. The latter issue was a major problem. Parental returns were very low, with some outright refusals by parents to complete the form.

Finally, the administration of the forms in high school in November, in a semestered school, was deemed to be too early for teachers to make knowledgeable judgements about their students' social skills. In summary, without fairly extensive/intensive training for teachers and some streamlining of administrative procedures, the instruments were not deemed to be practical for whole class administration, unless done by a qualified counsellor or a similarly trained individual.

Even without training, the tests appeared to be too cumbersome to be "practical" for use with whole classes, although use with a small group seemed feasible. Through discussion with the teachers, it was suggested that a simple social competence checklist be developed for use by teachers. It was agreed that the commercial tests would be more appropriately used by trained counsellors when dealing with students about whom more detailed information was required.

The social outcomes identified as most appropriate within the systems model were drawn from the literature and then cross-referenced to the Alberta *School Act* (1988) and the *Guide to Education* (1989).

From the field testing of the instruments and subsequent discussions, a three-level approach to measuring and reporting social skills development evolved, focussing primarily on issues of practicality, administration and quality of information. The steering committee began to develop a checklist which would help teachers and parents more easily identify children's level of social skills. The checklist was based on the same criteria to which the standardized instruments had been cross-referenced. It attempted to measure those skills which would result in desirable student social outcomes. The checklist eventually became the *Social Skills Diagnostic Screen*. District report cards were revised so that the portion of the report cards concerning social skills reflected a detailed and research based assessment.

The standardized instruments that were field-tested are included in the last step of the three-level approach to measuring and reporting social skill development. The three-level approach would be more feasible in terms of time to administer and in the ease of interpretation by classroom teachers. The approach for measuring social skill development was to proceed from a general to a more specific level, depending on the needs of the student, parent and teacher.

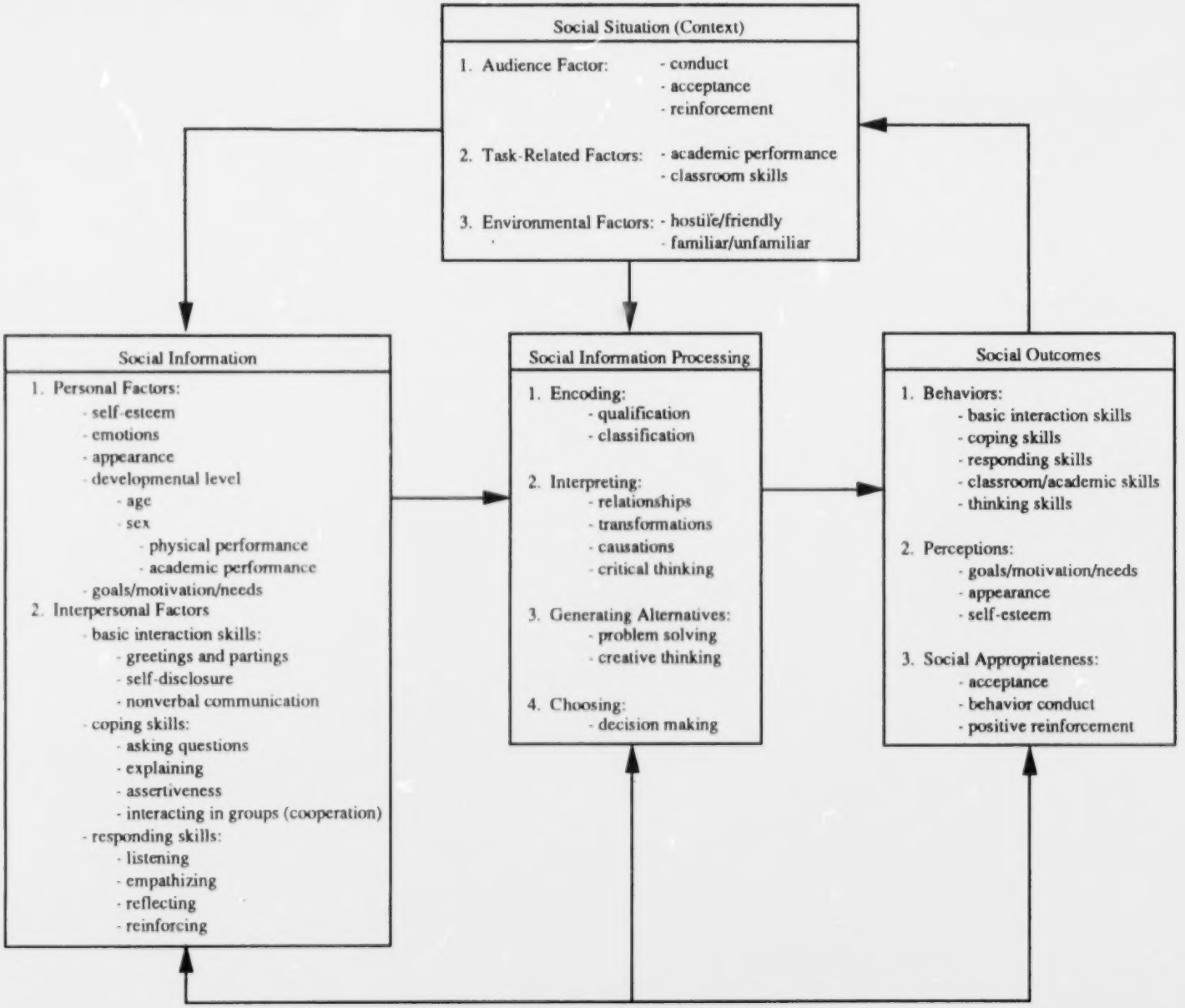

Figure 1: A Systems Model of Social Competence

Table 1

Cross-Referencing Social Competence Model Social Outcomes to Alberta Education's Desirable Personal Characteristics

Social Outcomes	Alberta Education's Desirable Personal Characteristics
1. Behaviors:	
- Basic Interaction	
- Responding	
- Coping	- tolerant, forgiving, honest democratic ideals, unselfish cooperative, accepting
- Classroom/Academic Competence	- respectful, neat, prompt, attentive, industrious
- Thinking	- open-minded, critical thinking, mentally fit, creative, intellectually curious
2. Perceptions:	
- Developmentally Appropriate Behavioral Conduct	- responsible
- Goals/Motivation Needs	-
- Self-Esteem	- sense of self-worth
- Appearance	- physically fit
- Peer Reinforcement	- fair, appreciative
- Social Acceptance	
3. Not addressed:	
	- kind
	- loyal
	- persevering
	- conserving
	- pursues excellence

The Three-Level Approach to Measuring Social Skills

Level One - Each teacher reports to parents, at report card time, the social development of their children. Each teacher rates students as being well-developed, developing appropriately, requiring assistance (or needing further development). The ratings are based on:

- personal factors
- interpersonal factors
- social reasoning skills, and
- classroom behaviors.

Level Two - If any of the students, parents, or teachers wish or require a more detailed assessment, the District's *Social Skills Diagnostic Screen* is completed by the teacher for use in providing a rating for the report card, forming the basis for discussion with parents and/or the student, or for developing a moderate program of remedial action. Additionally, a form can be completed by the student, the parents, and placed on a Composite Student Profile to be used as the basis for discussion. Using this information, a program of intervention or skill development exercises can be initiated.

Level Three - If detailed knowedge of the student's social development is required, the student's case is referred to the counsellor for further assessment and the development of an Individualized Program Plan. The IPP relates to the development of appropriate and acceptable social behavior. The battery of assessment instruments to be used may include:

- *Social Skills Rating System* (Gresham and Elliot, 1990)
- *Self-Perception Profile for Adolescents* (Harter, 1988)
- *Self-Perception Profile for Children* (Harter, 1985)

Development of the Social Skills Diagnostic Screen

Primary Validation: 1991

During the second year of the project, the *Social Skills Diagnostic Screen* underwent primary validation work. A field test was conducted to determine the statistical reliability and validity of the instrument. A sample of 49 students was rated by teachers, peers and parents. The students also completed a self-analysis with the assistance of qualified personnel. A question-by-question analysis of response agreement by raters was carried out in order to discern section and aggregate score agreement between raters. Correlation coefficients of inter-rater reliability ranged from .43 between student and teacher, to a high of .87 between peer ratings and the mean.

The content of the screen was examined through a question-by-question response analysis. No question was found to have elicited zero response. Five questions were identified as needing refinement with regard to vocabulary, as they appeared

to be ambiguous. One question was identified as needing total revision or withdrawal from the screen due to a perceived lack of relevance by various raters. Revision and refinement of the identified questions were recommended prior to a pilot test of the screen.

It was readily apparent that peer and teacher ratings were most often in agreement. Additionally, students often rated themselves more highly developed than did other raters. Clearly, students whose aggregate scores, by all three raters, fell at the 10th percentile or below, required further assessment.

Standard deviation scores of two above or below the mean were established. Students scoring two standard deviations below the mean were the students previously identified as social skills deficit. One could assume that students falling in that range would be considered high risk. Therefore, it was recommended that additional study establish standard deviation scores.

Although the sample size of the primary validation was limited, the team was able to obtain some significant data regarding the statistical validity and reliability of the screen. It appeared that a student's social skill development could be obtained with some degree of accuracy. Additionally, there appeared to be some validity for the use of the screen across grade levels. It was recommended that there may be a necessity to develop scoring norms based on sex and minority cultures.

Pilot Test: 1991-1992

The screen was further tested within the parameters of the three-level approach to measuring and reporting social skill development during the 1991-92 school year. Replication of the procedures in the primary validation, using a kindergarten to grade 8 school of about 550 students, was intended to validate both the screen and the measurement approach.

The selection of subjects for this phase of the study began with the first reporting period in November 1991. On the report card, students' achievement and social development were recorded. For the social development reporting, students were rated on their development on four elements regarding social skills: personal factors; interpersonal factors; social reasoning skills and classroom behavior. Students were then grouped into three categories regarding social skills development: well developed, developing appropriately, and requiring assistance.

Two students were chosen at random from each of the categories in each classroom for the purposes of field testing the *Social Skills Diagnostic Screen*. Parents of 100 students were approached to participate in the study; 78 responded positively. The parents agreed to complete a *Social Skills Diagnostic Screen* for their child. The homeroom teacher completed the *Social Skills Diagnostic Screen*, as well. Each student completed a self-assessment assisted by a qualified adult.

The students in the "well developed" and "developing appropriately" categories served as the control group. These students were retested at the end of the study. Their scores established the range of expected maturation in social skills over the time frame of the study.

Summary of Pre-test Results

Within the first phase of the pilot test, the screen demonstrated general content validity - although only limited concurrent validity with the Gresham-Elliott test, the *Social Skills Rating System.* The screen distinguished between the three student groups (well developed, developing appropriately and requiring assistance). Student and teacher scores, for example, generally differed for the three groups of students, although there were some areas of overlap between the groupings.

Tests for reliability between different screen admissions (student, teacher and parent) showed limited significant correlations between raters, a finding that was consistent with previous research (Cartledge & Milburn, 1986).

Overall, mean scores for all subjects were higher than expected, with all students scoring 100 or more. Fifty-two of the 72 subjects who completed the screens were in the 151+ (Well Developed) range. Student self-rater scores were consistently higher than the scores of other raters. The mean scores for parent, self and teachers were similar over the first three sections of the screen with the classroom behavior section omitted. Mean scores for the 'classroom behaviors' section were proportionately higher than for the rest of the test particularly for 'developing appropriately' and 'well developed' subjects. Across all subjects, and all grades, female subject mean scores were significantly higher than male mean scores. Mean scores by grade alone were similar.

The construction of composite profiles for individual subjects suggested that such diagrams may prove useful visual tools for either case study or extended interview discussions. The diagrammatic presentation of the scores enabled both differences and similarities to be clearly seen, as well as the overall results for the test.

Social Skills Intervention Procedures

Thirty-six students in the "requiring assistance" category on the report card measurement were the subject group for developing Individual Program Plans (IPP) with respect to social skills. The focus of each IPP was to improve a student's social skills in identifiable areas in ways which would be "environmentally reinforcing" (Allyon & Azrin, 1968). These students received specific social skills training from the school counsellor. The counsellor used the *Social Skills Development Activity Manual* (Sherman, 1991) as a resource for the implementation of the IPP.

The manual was developed specifically to be used in conjunction with the *Social Skills Diagnostic Screen* and contains ideas, strategies and teaching scenarios cross-referenced to the specific categories and skills contained in the *Social Skills Diagnostic Screen.*

At the completion of the IPP, students in all groups were again assessed by parents, teachers and a student self-assessment. The results were then compared with the initial assessment to ascertain change.

Summary of Post-test Results

Within the second (post-test) phase of the pilot test, the screen once again demonstrated general content validity. The screen distinguished between subjects based on the three **a priori** defined student groupings.

Tests for reliability between screen admissions by different raters (self, teacher and parent) once again showed limited significant correlations between raters. Mean scores in the post-test were similar to those of the pre-test. Mean scores for all subjects were once again higher than expected, as in the first phase of the pilot test; student rater means were once again consistently higher than parent or teacher raters; mean scores for the parent, self and teacher raters were similar over the first three sections of the screen; mean scores were proportionately higher for the 'classroom behaviors' section; female subject mean scores were higher than male mean scores; and mean scores by subject grade were similar. The composite profiles emerged as potentially valuable visual tools for discussion of subject social competence.

T-test calculations revealed a high degree of consistency between test and re-test scores for individual subjects and demonstrated the test-retest reliability of the screen. The use of the test to examine the effectiveness of the interventions introduced for subjects identified as 'requiring assistance' through the first phase of screen admission provided additional valuable findings. Ten of the 20 subjects who received interventions between the test and retest demonstrated some degree of improvement in mean score.

In 8 of a possible 16 cases, the parent rating was higher for the 'requiring assistance' subjects, some by a significant amount (15). However, not all increases were for the same subjects, and only half of the subjects showed an increase in mean score. Although it was encouraging to note any increase in skill level of the 'requiring assistance' students, it was not possible to identify any common factors in the increases. The nature of social behavior is such that it would be difficult to expect a significant rise in scores over such a relatively short time period. However, the small increases, as well as some written and verbal comments from parent and teacher raters indicate that the interventions may have had some positive effect.

The overall high mean scores for subjects as a whole suggested the need for student classification based on numerical scoring be revised prior to further testing. This has been done in the revised *Social Skills Diagnostic Screen.*

In summary, the *Social Skills Diagnostic Screen*, while requiring some modifications, appeared to be a useful tool in social skills assessment. The screen can serve as a basis for discussion between parents and teachers regarding students' social skills development.

Conclusions

The findings of the project cast considerable light on the complex nature of the measuring and reporting of student social competence. Challenges similar to those identified within the literature were initially encountered in defining social competence. The adoption of a systems perspective provided a broad framework for the conceptualization of social competence. The use of a systems perspective provided the framework for the inclusion of the context, input, process and outcome dimensions essential to any model of social competence. As a theoretical concept and practical component of everyday life and interactions, social competence retains an inherent dynamic quality that mitigates against its simple description. Rather, the concept needs to be expressed in 'fluid' terms that reflect its dynamic, and complex nature, as well as its link to day-to-day interactions.

Given the challenge in defining social competence, as well as the specific elements that contribute to it, the project also revealed the complexity of its subsequent measurement and reporting. The initial field testing of standardized commercial instruments failed to meet the project need for a practical assessment methodology that provided the basis for meaningful dialogue between teachers and parents on student social development. The subsequent development of a three-level approach to assessing and reporting represented a creative and innovative strategy that, based on limited field testing, proved practical, valid and reliable in the measurement and reporting of student social competence. While the approach performed satisfactorily within the pilot test it requires much further review and testing to confirm its validity, reliability and practicality as an assessment and reporting strategy.

The Social Skills Diagnostic Screen

The *Social Skills Diagnostic Screen* consists of four sections: personal factors; interpersonal factors; social reasoning skills; and classroom behaviors. Each section contains a series of simple to administer and score questions. The screen may be administered in either individual or group settings, and may be completed by the student him or herself, a student's peer, the teacher, a parent or any other individual known to the subject in other than a casual manner. The screen is designed to be applicable to school-aged subjects, across all grade levels. The time taken to administer the screen varies from approximately 10 to 15 minutes with older subjects, to 20 or 30 minutes with younger subjects who may need to be interviewed on an individual basis.

Screen Sections

The four categories in the screen allow the teacher to perform what is called an "ecological assessment", or one that is carried out in the environment where the student most often functions. An ecological assessment assumes that many factors other than just student-centered ones may cause or aggravate behavioral problems.

1. Personal Factors

These factors are indicative of how the child feels about himself/herself. They indicate strengths and weaknesses related to the child's self-esteem and indicate whether or not the child likes himself/herself. Most of the skills can be judged by observing the child as he or she works alone. They reflect the child's confidence and independence.

2. Interpersonal Factors

The skills found in this area relate to the child's ability to interact with others. The skills focus on the child's confidence and ability to share feelings and opinions. When judging the child's strengths in this area, it is important to look at the child in relation to the other children in the classroom.

3. Social Reasoning Skills

These skills relate to the child's ability to think through a problem, choose a solution (whether appropriate or not) and the ability to "think on his/her feet". It does not necessarily relate to elements such as the frustration level that may appear because of a new problem. These would be identified under Personal Factors. Instead, social reasoning reflects the child's ability to think about a problem before coming to a conclusion. For example, this skill may be exhibited not only in a subject area, but also on the playground where a difficulty may arise and the child exhibits some control when bullied, instead of immediately placing blame on another child.

4. Classroom Behaviors

Classroom behaviors are often expectations set out in classroom rules, and can be more obvious when broken than when followed. It is hoped that all children are regularly encouraged to develop the skills that enable them to become better organized and to follow the generally accepted classroom behaviors. Many of these skills focus on the child's ability to be organized and follow directions and routines. Educators must remember to pay close attention to rules, making them flexible enough to be followed and yet still allow children the necessary latitude to discover for themselves the best way to organize their work.

Screen Applications

There are five major applications of the screen. First, the screen may be used to identify the overall social skill level of a subject. The screen is able to identify a range of social development, and provide a composite assessment of functioning across general areas of skill development. Student social skill development is classed as 'well developed,' 'developing appropriately' or 'requiring assistance' based on a numerical score.

Second, the screen may be used as an assessment tool for identifying particular areas of concern. In this capacity, the results from an application of the screen may be used as the basis for a detailed parent-teacher interview, or alternatively as a basis for a case study review of an individual student's level of development. Through both processes specific areas of concern may be identified and problem areas pinpointed.

Third, the screen may provide a framework for an assessment of the effects of domestic or personal situations on the subjects' social behavior. Through repeated administrations, and the development of composite profiles over a long-term assessment period, insights may be gained into the effects of personal or domestic situations on a student.

Fourth, the screen may be used to investigate the effectiveness of particular intervention procedures. The effectiveness of particular intervention techniques may be assessed through both the review of numerical score differences and composite profiles. Given the multiple sections of the screen, improvement in certain areas may be highlighted through a review of student composite profiles, although significant differences may not show on the overall numerical score (see page 26 for an example of a composite profile).

Fifth, as a multiple interviewer tool, the screen provides a basis for identifying areas of agreement between respondents for the same student. Once again, the use of a composite profile allows the differences between raters to be readily identified. A composite mean score may also be obtained for each student by concurrent multiple administrations.

Administration

Parent/Teacher Administration

Teachers and parents should complete the screen when they have 10 to 15 minutes of quiet time to devote to this task. Ask the adults who are completing the screen to think in terms of accurate responses which best describe the child they are being asked to assess. They would not be asked to score their completed screen; generally, the school counsellor or homeroom teacher would score the individual screens and place the various raters' (teacher, student, parent) responses on the composite profile form (Appendix Four).

It would not be uncommon for the parent to complete only the first three sections of the screen. Parents often feel they do not have the opportunity to view the child's classroom behaviors and therefore feel their responses on this section would not be accurate. If the parent feels reluctant to respond to all four sections it is acceptable to omit the classroom behavior section.

The students, who are being assessed and who respond to a screen in terms of their own perception of their social skills, benefit most from an individual or small group administration. Specific procedures for student administration are outlined below.

Student Administration

The *Social Skills Diagnostic Screen* may be administered to students by the classroom teacher, school counsellor or other school professional who is thoroughly familiar with the administration instructions for the screen. The screen takes from 10 to 30 minutes to administer depending on the age of the student (more time for a young student and less time for older students).

Individual or Group Administration

ECS (Early Childhood Services or Kindergarten) to grade 3 will require an individual interview format. The screen administrator asks the child to respond verbally to the questions in each section. Examples for each question (see pages 15 to 24) on the screen are provided so that young students may fully understand the question being asked. The administrator marks the student's response on the screen under the appropriate column.

Grades 4 and 5 students may be dealt with in a small group setting. A maximum of 6 students is the recommended group size at this level. Students are led through the screen on a question-by-question basis, using the examples provided, by the administrator. Students are allowed to ask for clarification or examples of a specific skill. Students respond to the screen's questions under the appropriate column in their own screen.

Grades 6 to 12 students may be dealt with in a small group setting. They should not require the administrator to lead them through the screen orally; however, if there is any doubt about a student's reading level then a similar administration format as that used with younger students may be used.

Generally, there is little need for question clarification with students at this level. Students read and respond to the screen's questions individually and at their own pace.

Physical Environment

It is recommended that students are placed in a distraction free and comfortable setting. With both individual and group administration, the administrator should ensure that he/she is seated away from the student(s). In small groups, students should be separated in order to encourage accurate and honest individual responses.

Rapport

In order to elicit the most honest responses from the student(s) it may be necessary to establish rapport prior to administering the screen. Cooperation from the classroom teacher is required in order to avoid removing the student from the classroom during a favorite subject or a test. If the administrator is unfamiliar with the student, he/she may wish to spend a few extra minutes getting to know the student. This should help the student to feel comfortable in the test setting.

It is important to let the students know that you will be asking them to respond to some personal questions. You want them to be honest in their answers so that the information can be used to help them. Explain that there are no right and wrong answers. The right response is the one that is right for them. Explain that their parents, teacher and the students themselves will be the only people to see the results of the screen. Be as honest and as positive as possible about the reason for administering the screen (i.e., your answers will tell us how you see yourself and help us to understand you better).

Interviewer Technique

Questions should be asked in a relaxed manner, so as not to lead the student to a particular "right" response. Refrain from giving the student the impression that one response is more acceptable than another. Remain nonjudgemental in your manner toward the student. If it appears that you are passing judgement on the students' response he/she may refrain from answering honestly on ensuing questions. Students often ask for feedback about how they are doing. Try to maintain an unbiased conversation and rapport. Remind them that there are no right and wrong answers, only those which best describe how they feel.

Questioning and Rating Responses

There are four sections on the screen containing a total of 44 questions. Most questions are self-explanatory or are easily clarified by using the examples provided. The response columns are explained as follows:

Rarely	-	almost never or never
Occasionally	-	sometimes but not often
About half the time	-	(self-explanatory)
Often	-	many times (most times)
Almost always	-	very often

Some questions are more easily asked in two parts. The first question is to ascertain if a behavior is present or not; the second is to determine the frequency (i.e., rarely ... almost always). This two-part format is useful when the student responds initially with a "yes" or "no" response. If the initial answer is "yes", ask how often they would behave in that way. If the initial answer is "no", confirm this response by rewording the question before marking the "rarely" column.

Suggested questions and examples for each of the 44 questions under the appropriate section heading follow. The number (for example, '1') indicates the exact question from the screen and the letter (for example, 'a') indicates alternate ways to get the same information from a student.

Section 1: Personal Factors

1. **Shows consideration for how others feel:**

"Do you care how others feel?"

Response: Yes - ask "How often do you care; almost always, most of the time, sometimes or occasionally?"

Response: No - ask "You don't care at all how other people feel?"

2. **Interested in good grooming and appearance:**

"Do you think that you care about how you look?"

Response: Yes - ask "Are the clothes you wear or how your hair looks important to you almost all the time, most of the time, sometimes or occasionally?"

Response: No - ask "So, clothes and your appearance are not important to you?" Then check "rarely" for that question.

3. **Accepts responsibility for actions:**

a) In an individual interview situation, the following example was given: "If you were at the breakfast table and accidently spilled your orange juice, would you admit to doing this, or would you try to blame someone (or something) else?"

b) For older students, you could use the same example, or just explain the question in detail. An example of this would be:

"Do you accept the responsibility for doing things, both good and not-so-good?"

Most nine- and ten-year olds are able to comprehend this and the construct of the frequency.

4. **Expresses feelings in a positive and appropriate manner:**

a) "When you are happy or sad about something, do you show your feelings?"

b) "Do other people know how you are feeling?"

5. **Is self-confident in areas of strength:**

Question to find out what sports or school subjects that the student excels in, and then rephrase the question using the sport or subject as an example, i.e.
"Do you feel good about yourself when you play hockey (example) and do you know you do it well?"

6. **Acts appropriately for age:**

a) The intent of this question is that if a subject acts appropriately for his/her age, or more mature than his or her age, the rating should be "almost always". A subject who acts inappropriately for his/her age is acting at a lower developmental level.

b) After this initial question, try to determine the frequency of behavior. Most subjects say that they act about the same as their peers; however, sometimes subjects will admit to "liking to act like a baby" or "I get things if I whine or cry like I used to" or "I'm more mature than some of my friends."

7. **Shows initiative:**

"Do you start or do things on your own, or do you have to be told to do them? Examples:

- Do you clean up your room without being told to do it? or
- Do you start work on a school project or subject after the instructions are given, or do you wait until the teacher has to remind you to get started?"

8. **Does well at school work:**

a) "Do you do well at school?" or

b) "How do you think you do at school?"

The intent is that for "almost always", a student would excel academically. An answer of "okay", or "the same as everyone else" would need further clarification before being given a rating.

9. **Is good at sports:**

The intent is success or being accomplished at a sport or sports in general, rather than eagerness of participation. The idea is that students are viewed by others in a more positive fashion if they are "successful" at sports.

10. **Controls anger:**

The intent is that there is success in controlling anger, rather than only attempting to. A question such as "If you were really, really mad about something, would you have a temper tantrum or would you be able to control your anger?" is appropriate for individual interviews.

In group situations, a reiteration of the question should be enough for comprehension.

Section 2: Interpersonal Factors

1. **Makes friends easily:**

   A two-part format is best here:

   a) "Do you find it easy to make friends?" This is answered "Yes" or "No" and then further questions are asked to determine ability in this area.

      Response: No - ask "It's hard for you to make friends, is it?" There is a possibility that when the question is phrased in this manner, the student will say "No, I guess it's not really hard, but sometimes it is." Then proceed with questions as for a "Yes" response.

2. **Makes friends he/she can really trust and shares thoughts:**

   "How about the friends you have, can you share things with them and trust them?"

   The answers are usually "Yes" and "Sometimes". From these responses, ascertain which column best describes the relationship with friends.

3. **Understands and helps others:**

   The intent of this question is to determine if the student has empathy or compassion for others. A direct question such as, "Do you think that you help other people, and that you try to understand them?" is appropriate for all age groups.

4. **Says nice things to others when they have done something well:**

   "If you know someone who did something well, would you say something to him or her like 'congratulations' or 'that was really good'?" The phrasing of this question can be tailored to suit the subject's age or language development level.

5. **Shares and cooperates with peers:**

   a) "Do you share your toys (books, clothes, etc) with your friends, and do you play well with them? or

   b) "Do you do things together with friends?"

   The word "peer" usually has to be defined for all students in group testing situations.

6. **Can explain opinions, beliefs and/or feelings easily:**

"Do you think it's easy to let other people know how you are feeling or what you think about things?"

This elicits a "Yes" or "No" response first, and then further questioning determines ability with respect to frequency.

7. **Uses "body language" appropriately to support verbal messages:**

The intent in this question is to ascertain whether the student uses "body language" such as posture, body movements, facial expressions or appearance in conjunction with verbal messages. Examples are waving 'hello' and 'goodbye', smiling, nodding, shaking the head, etc.

A direct question such as "Do you wave 'goodbye' to someone or just say 'goodbye', or nod your head when you say 'Yes'?" - is appropriate.

8. **Shows a reasonable amount of assertiveness:**

Assertiveness is deemed to be the ability to stand up for oneself - to be able to stand firm in a point of view. Physical assertiveness is not appropriate for this question.

The following scenario may be given as the question:

"Suppose I ask you what color this chair is, and you tell me "blue" (note: the chair is blue). I say to you, 'No, I think the chair is orange.' Would you say to me again that the chair is blue, because you know that you are right? (pause) Do you think that you stand up for yourself or what you think is right?"

9. **Can start and end conversations without feeling nervous or uneasy:**

"Do you think it's easy to start talking to people, or do you get nervous when you start or stop talking to them?"

10. **Politely questions rules that may be unfair:**

The focus is on both "politely" and "questions". It is important to question unfair rules, but it is important to do it in a non-confrontational manner. The following scenario was given for this question:

"Suppose a friend wanted to play baseball with you and you wanted to do this. Then your friend said, "It's my ball and bat, so I get 6 strikes and you only get 3." Would you say to him/her "That's not fair!" or would you accept these rules because you want to play?"

11. **Actively listens to others when they are talking:**

"Do you really listen hard when others are talking, or do you think about other things, like what you're going to say next when others are talking?"

12. **Asks questions skillfully:**

The intent is to be able to ask questions that others readily understand and also to ask them in a competent manner. The emphasis is on both the manner and the content of the question:

"Do you think that other people know what you mean when you ask questions, or do people have a hard time understanding what you are saying when you ask questions?"

13. **Participates in group activities:**

"Do you like doing things in groups, or would you rather do things by yourself?" (pause) "Do you take part in group activities in school, or in sports?"

14. **Adapts easily to new situations:**

"Do you like to do new things or do you like going places and doing things that you've done before? Do you think it's fun to try new things?"

15. **Accepts people who are different:**

"Suppose someone new came into your class and he/she didn't speak English, he/she looked different and dressed differently, would you still try to be friends with him/her?"

16. **Can compromise where it seems appropriate:**

a) For grades 4 and up, it is generally necessary to pronounce the word "compromise" and then they are able to complete the question independently.

b) For the younger subjects, examples are usually necessary. The intent is to find out if the subject is willing to accept a "deal" that may be halfway from his original demand. Some easily identify with being able to "make a deal", and others need concepts of "half a sandwich" and "staying up a little bit later" before the intent is known.

Section 3: Social Reasoning Skills

The intent for questions 1 and 2 is to be able to recognize "new" social situations and in dealing with them, draw upon previous experiences. Part of the recognition involves identifying similarities and dissimilarities to previous situations as a basis for establishing desired action.

1. **Recognizes unusual aspects of social situations:**

   Examples should focus on that area, and may need a scenario to be clear. An example would be:

   "Suppose your mother ran into an old friend and she found out that the friend had a son/daughter the same age as you are. The friend suggested to your mother that you come to her child's birthday party. Would you want to go, because you know what happens at a birthday party, or do you think that you would decide not to go?"

2. **Can relate new social situations to previous social situations:**

   Grades 4 and up are generally able to interpret these questions without difficulty. For the younger subjects, the most common social situation that they can relate to is a birthday party.

3. **Understands why things have happened as they have:**

   "Do you think that you understand why things happen, or do you think that you have trouble understanding things?"

   Examples could be used such as a parent being transferred out of town, or a friend leaving, or a pet dying, etc.

4. **Can resolve problems:**

   a) For older subjects, no explanation or clarification is necessary.

   b) For younger subjects, some clarification is necessary in that many will have limited experience in this area.

   The intent is not only solving problems independently, but being able to solve them even if it means seeking some limited assistance or assurance that the solution is viable. Some younger subjects will, for example, say that all problems, large or small, are referred to an adult, either parent or teacher. This type of response indicates that the child has not yet developed any mechanisms for problem solving and should be rated "rarely". The subject who admits to asking for assistance from a parent if the problem is "really big" should be given credit for problem solving ability. It is evident that he has developed some strategies, but they may not be sufficiently developed to handle problems that he has not previously experienced.

5. **Can create novel responses to problems:**

a) The word "novel" should be clarified in group situations.

b) In individual situations a question such as:

"Do you try to find new answers to problems, or do you rely on ones that you know from the past?" - is appropriate.

6. **Makes decisions thoughtfully:**

The intent is to make decisions after thinking, but also to realize any ramifications of this decision.

"Do you think really hard before you make a decision, and do you think about all things that could happen as a result of your decision?"

7. **Can choose the best alternative:**

"When you have a problem to solve, do you think that you try to find the best answer, even if it takes a lot of thinking, or do you tend to find an easy or convenient answer?"

8. **Shows curiosity:**

"Are you curious about things?" (pause) "Do you want to know why things have happened, or why things are the way they are?"

Section 4: Classroom Behaviors

1. **Initiates interaction with teacher when appropriate:**

Grades 4 and 5 will likely need assistance with "interaction" and possibly with "appropriate" as well. Questioning should be to ascertain whether the subject uses appropriate action, such as raising the hand to ask a question, and also whether interaction is initiated when appropriate, such as not understanding a question or explanation given.

2. **Can work independently:**

"Do you do your school work by yourself, or do you need help from others?"

In some situations, a teaching assistant has been assigned to a child, or to assist a small group of children. In this instance, it is important to see if there is any independent work at all, or if the assistance is necessary for all work activities to commence and progress to completion.

3. **Perseveres in activities for an appropriate length of time:**

a) The word "perseveres" may need definition for some group interview subjects.

b) For ECS and grade 1 subjects, an example of coloring or an art craft may be used.

c) For grades 2 and 3 a math page or assignment may be appropriate.

"If you were given a (craft project/math project) to do, would you stick with it until it was finished or for the time you are supposed to, or would you give up on it, if you didn't want to do it anymore?"

4. **Contributes to discussions:**

Age related examples are most appropriate in this question:

a) For ECS, a question such as:

"Do you take part in circle time, or do you listen to what the other children have to say?", may be used.

b) For grades 1 to 3, the words "classroom discussion" may be used in most cases.

5. **Follows classroom procedures:**

This question is self-explanatory for all subjects, but with ECS, grades 1 and 2, the word "rules" may be substituted for "procedures".

6. **Does homework on time:**

This question is self-explanatory. However, for ECS and early grade 1, students do not have homework. They may have some home project, such as reading a book with a parent that could be used appropriately.

7. **Is careful of possessions and property:**

While this question is under "classroom behaviors", non-school property and possessions should be taken into account as well.

8. **Listens to the teacher when directions are being given:**

This question is easily phrased and self-explanatory.

9. **Completes tasks:**

The emphasis here is on finishing assignments and persevering to completion.

10. **Uses time efficiently:**

This is self-explanatory, as even young children understand the concept of efficient use of time versus wasting time in school.

Scoring Instructions

The screen is scored by checking the appropriate response column beside each individual question. Each response column is weighted as follows:

Response	Weight
Rarely	x1
Occasionally	x2
About Half Time	x3
Often	x4
Almost Always	x5

Each of the four sections is tabulated to reach a total score for the section. When each section has been scored, place the four scores in the screen aggregate section of the screen. Finally, add the section scores to compute the total screen aggregate score.

A sample of the scoring may be viewed in Figure 2.

Figure 2. Sample Section and Aggregate Scoring

CLASSROOM BEHAVIORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Initiates interaction with teacher when appropriate.					
2. Can work independently.					
3. Perseveres in activities for an appropriate length of time.					
4. Contributes to discussions.					
5. Follows classroom procedures.					
6. Does homework on time.					
7. Is careful of possessions and property.					
8. Listens to the teacher when directions are being given.					
9. Completes tasks.					
10. Uses time efficiently.					
TOTALS:	0 X 1 =	0 X 2 =	3 X 3 = 9	4 X 4 = 16	3 X 5 = 15

CLASSROOM BEHAVIORS: FACTORS:

GRAND TOTAL = ___
(Columns 1+2+3+4+5) 50

SCREEN AGGREGATE:

1.	Personal Factor Grand Total:	40 /50
2.	Interpersonal Factor Grand Total:	67 /80
3.	Social Reasoning Skills Grand Total:	35 /40
4.	Classroom Behaviors Grand Total:	40 /50
	(Add Grand Total Scores) =	**182**
		/220

ASSESSMENT RANGES:

186+ - WELL DEVELOPED
135-185 - DEVELOPING APPROPRIATELY
0-134 - REQUIRES ASSISTANCE

A composite profile for a student may be compiled by placing each of the raters (student, teacher, parent) responses on the Composite Student Profile Form. You may wish to color code the responses by rater. The Composite Profile is meant to identify areas of agreement between raters. Additionally, areas of strength and weakness are easily recognizable and could be used to decide which skills would most appropriately be targetted for improvement by using an IPP format.

Figure 3. Sample Composite Student Profile

CLASSROOM BEHAVIORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Initiates interaction with teacher when appropriate.			△		○ □
2. Can work independently.					○ △ □
3. Perseveres in activities for an appropriate length of time.					○ △ □
4. Contributes to discussions.				△ □	○
5. Follows classroom procedures.				□	△ ○
6. Does homework on time.				□ △ ○	
7. Is careful of possessions and property.				□ △ ○	
8. Listens to the teacher when directions are being given.				□	△ ○
9. Completes tasks.					○ △ □
10. Uses time efficiently.			△ □		○
TOTALS:	__ X 1 =	__ X 2 =	__ X 3 =	__ X 4 =	__ X 5 =

Responses By:

△ **Teacher** □ **Peer** ○ **Student**

Screen Interpretation

Assessment Ranges

These are derived from the total aggregate score. They indicate where the student falls with regard to overall social skill development. The ranges may best be defined as follows:

Grand Total Score	Range	Definition
186 to 220	Well Developed	Social skills in all 4 sections are deemed well developed in comparison to what would be expected for a student at a particular grade level. There is no cause for concern.
135 to 185	Developing Appropriately	The student is meeting the expectations, regarding social skill development, for a particular grade level. If the student scored between 135 and 150, you may wish to analyse the composite profile form closely. The student has scored in the lower portion of the range and may require some type of assistance.
0 - 134	Requires Assistance	The student may benefit from a more in-depth assessment. A school counsellor or psychologist may choose to use standardized social skills assessment instruments. (See Level Three of the Three Level Approach to Social Skills Measurement - page 6.) A plan of intervention may be based on the assessment information.

The assessment ranges are based on data collected from the three phases of testing the *Social Skills Diagnostic Screen*. Students who are well developed are those whose total scores are one standard deviation above the mean (about 16% of the population). Students whose scores fall within one standard deviation above or below the mean (about 68%) are developing appropriately. Students whose scores fall one standard deviation below the mean (about 16%) require assistance.

The following statistics are based on ratings by all raters for the first administration of the screen. See Appendix One for data by individual administration.

Mean	161
Standard Deviation	27
Standard Error	2.4
Number of Students	125

Percentile Rank	Raw Score
90	192
75	181
50	166
25	140
10	125

Mean Scores

Generally speaking the mean is the most widely used measure of central tendency and equals the sum of scores divided by the number of examinees. To use the mean scores either by rater (student or teacher) or by a combined mean score (student and teacher), refer to Appendix Two. Mean scores by grade and sex appear in Appendix Two.

It should be noted that mean scores for males are generally lower than females. Parent means have been included for three sections only as most parents in the pilot study chose not to complete section four - Classroom Behavior - as they felt they were unable to honestly comment on their child's classroom behavior. Therefore, parent means only include the first three sections and do not constitute an aggregate score. Overall student means are consistently higher than teacher means. Caution should be exercised when using mean scores for multicultural populations. Social skills are influenced by culture as was evidenced in the native student sample in phase one of the pilot testing. It has been recommended that the screen requires further norming in minority culture populations.

Test - Retest

Administrators may wish to assess a student's social skills initially to prepare an Independent Program Plan (IPP) which would facilitate social skills development. The screen may then be used to retest a student's development once intervention has been completed. As a visual comparison of both, administrations may be color coded and placed in the Composite Profile Form (Appendix Four).

General Cautions

As the *Social Skills Diagnostic Screen* was developed to be used with individual students, caution should be used when interpreting the results. Recognize the individual circumstances and influences which the student may have been dealing with at the time of testing.

The screen is meant to give the administrator simple additional information about the student. It is not an instrument from which a static score should be assigned, such as is the case with ability tests, which have been widely normed. Quite simply, interpretation of the screen should be based upon the applications for which it was intended, and as outlined on page 12 of this manual.

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Appendix One

Social Skills Diagnostic Screen

Pilot Test Results

I. Pilot Test: Pre-Test Administration – January 1992

A. SAMPLE INFORMATION

initial number of subjects	104
absences	4
lack of parental consent	26
incomplete teacher screens	2
sample	72

designations:

Students Well Developed (WD)	23
Students Developing Appropriately (DA)	27
Students Requiring Assistance (RA)	22

B. MEAN SCORES FOR SCREEN APPLICATION

Student and teacher data refer to all 4 sections of the screen. Parent (3), Teacher (3), and Student (3) refer to the first 3 sections only.

1. By Interviewer:

	Student	Teacher	Parent (3)	Teacher (3)	Student (3)
minimum score	116	64	50	41	86
maximum score	212	218	177	168	162
range	96	154	127	127	76
mean	171.5	154.3	127.4	116.8	130
standard deviation	22.90	39.59	23.14	30.30	17.92
standard error	2.70	4.67	2.73	3.57	2.11

2. By Student Grouping:

(a) well developed					
minimum score	141	154	107	113	110
maximum score	212	218	177	168	162
range	71	64	70	55	52
mean	184.8	188.7	141.2	138.9	139.9
(b) developing appropriately					
minimum score	135	117	84	89	110
maximum score	208	200	162	151	159
range	73	83	78	62	49
mean	177.6	164.2	133.9	124.2	135

(c) requiring assistance					
minimum score	116	64	50	41	86
maximum score	197	146	145	111	157
range	81	82	95	70	71
mean	150	106	104.9	80.7	113.7

3. All subjects, Student and Teacher Raters:

minimum	103
maximum	210
range mean	107
mean	162.9
standard deviation	27.84
standard error	3.28

4. Number of subjects with mean scores:

151+	52
100 - 150	20
< 100	0

5. By Gender: (Scores):

	Number	Student	Teacher	Parent (3)	Teacher (3)	Student (3)
male	43	163	144	122	110	123
female	29	185	170	136	127	141
total	72	174	157			

6. By Grade and Gender:

		Student	Teacher	Parent (3)	Teacher (3)	Student (3)	All Raters (4)*	All Raters (3)**
Grade 1								
male	6	166	128	112	98	124	147	111
female	4	179	180	143	136	132	179	137
Grade 2								
male	6	167	149	130	112	127	158	123
female	4	185	152	139	118	142	169	133
Grade 3								
male	6	159	139	125	110	119	149	118
female	3	180	156	121	116	137	168	125
Grade 4								
male	5	166	152	125	109	125	159	120
female	3	191	183	148	135	146	187	143
Grade 5								
male	3	177	141	114	104	131	159	116
female	6	204	172	133	128	156	188	139

* Student/Teacher

** Student/Teacher/Parent

		Student	Teacher	Parent (3)	Teacher (3)	Student (3)	All Raters (4)*	All Raters (3**)
Grade 6								
male	6	154	155	121	120	118	155	120
female	0	-	-	-	-	-	-	-
Grade 7								
male	6	160	170	126	132	122	165	126
female	7	173	161	130	121	131	167	127
Grade 8								
male	5	156	121	121	95	121	138	112
female	2	184	184	144	138	141	184	141

* Student/Teacher
** Student/Teacher/Parent

C. SOCIAL SKILLS RATING SYSTEM (GRESHAM & ELLIOTT, 1990) TEST SCORES

Grades 3 - 6:	
number of subjects	10
minimum standard score	82
maximum standard score	116
behavior level classification:	
fewer*	1
average**	8
more***	1
Grades 7 - 8:	
number of subjects	6
minimum standard score	68
maximum standard score	96
behavior level classification:	
fewer*	3
average**	3
more***	0

*The student exhibits fewer social skills than the average for the standardization sample comparison group. Performance one standard deviation or more below the standardization sample comparison group.

**The student exhibits as many social skills as the average for the standardization sample comparison group. Performance within one standard deviation above or below the standardization sample comparison group mean.

***The student exhibits more social skills than the average for the standardization sample comparison group. Performance one standard deviation or more above the standardization sample comparison group mean.

D. SUBSECTION 4: MEAN SCORES CLASSROOM BEHAVIOR SECTION ONLY:

mean by designation:

	Student	Teacher
WD	44.65	45.43
DA	42.59	39.67
RA	36.36	19.19
all	41.20	34.76

E. INTER-RATER RELIABILITY

Paired T-Tests

(a) Student - Teacher over 4 sections:

Paired t value : 4.443
degrees of freedom : 71
probability <.001

Significant difference between mean scores.

(b) Parent - Teacher over 3 sections:

Paired t value : 3.632
degrees of freedom : 71
probability <.001

Significant difference between mean scores.

(c) Parent - Student over 3 sections:

Paired t value : -1.011
degrees of freedom : 71
probability .32

No significant difference between mean scores.

(d) Teacher - Student over 3 sections

Paired t value : -4.373
degrees of freedom : 71
probability <.001

Significant difference between mean scores.

F. CONTENT VALIDITY

See mean scores for student groupings.

II. Pilot Test: Post-Test Administration – April-May 1992

A. SAMPLE INFORMATION

phase II testing subjects	72
number unable to participate	4
number of subjects in both phases	68
number of subjects in phase III only	4
number of subjects in phase III	72

designations:

Students Well Developed (WD)	24
Students Developing Appropriately (DA)	25
Students Requiring Assistance (RA)	23

B. MEAN SCORES FOR SCREEN APPLICATION

Student and teacher data refer to all 4 sections of the screen. Parent (3), Teacher (3), and Student (3) refer to the first 3 sections only.

1. By Interviewer:

	Student	Teacher	Parent (3)	Teacher (3)	Student (3)
minimum score	109	59	64	46	85
maximum score	215	220	165	169	166
range	106	161	101	123	81
mean	171.5	156.4	129.6	118.0	131.2
standard deviation	25.00	39.14	21.71	29.57	19.65
standard error	2.95	4.61	2.61	3.44	2.32

2. By Student Grouping:

(a) well developed (WD)

minimum score	150	153	117	117	119
maximum score	215	219	159	169	166
range	65	66	42	52	47
mean	189	186.4	140.3	140.3	144.0

(b) developing appropriately (DA)

minimum score	130	117	77	90	103
maximum score	213	220	165	170	163
range	83	103	88	80	60
mean	176.2	167.7	135.4	126.3	135.8

(c) requiring assistance (RA)

minimum score	109	59	64	46	85
maximum score	180	163	134	117	138
range	71	104	70	71	53
mean	148.0	109.2	110.0	83.8	112.7

3. All subjects, Student and Teacher Raters:

minimum	96
maximum	210
range mean	114
mean	163.5
standard deviation	29.43
standard error	3.47

(a) by designation

(1) WD

minimum	159
maximum	210
range	51
mean	187.7

(2) DA

minimum	133
maximum	204
range	71
mean	172.3

(3) RA

minimum	96
maximum	162
range	66
mean	128.8

4. Number of subjects with mean scores:

151+	50
100 - 150	21
< 100	1

5. By Gender:

	Number	Student	Teacher	Parent (3)	Teacher (3)	Student (3)
male	39	161.4	143.3	125.4	111.3	124.8
female	33	180.4	168.0	138.0	126.9	140.9
totals	72					
overall means	4 sections	3 sections				
male	152.35	120.49				
female	174.18	135.2				

6. By Grade and Gender:

		Student	Teacher	Parent (3)	Teacher (3)	Student (3)	All Raters (4)*	All Raters (3)**
Grade 1								
male	6	168.2	130.0	117.8	98.0	130.0	157.5	115.3
female	5	186.2	184.4	142	140.0	141.0	185.3	141.0
Grade 2								
male	6	168.2	160.2	137.2	125.2	133.6	164.2	132.0
female	4	183.0	159.0	130.0	122.5	138.5	171.0	130.2
Grade 3								
male	6	161.7	137.8	131.0	105.5	125.2	149.8	120.6
female	3	167.7	141.6	127.7	107.0	123.2	154.6	119.3
Grade 4								
male	5	162.6	127.5	121.4	95.0	125.6	145.0	114.0
female	4	187.8	186.0	153.8	136.3	151.8	186.9	147.3
Grade 5								
male	1	171.0	158.0	126.0	120.0	137.0	164.5	134.6
female	6	196.0	167.0	140.0	124.5	150.0	181.5	138.2
Grade 6								
male	6	152.3	159.5	125.2	123.3	117.7	155.9	122.1
female	0	-	-	-	-	-	-	-
Grade 7								
male	5	157.2	140.7	119.0	121.0	115.0	148.9	118.5
female	8	156.5	164.0	133.5	124.3	138.5	160.3	132.1
Grade 8								
male	4	150.0	132.8	124.7	102.5	114.3	141.4	113.8
female	3	185.3	174.0	138.7	133.3	143.0	179.7	138.3

* Student/Teacher
** Student/Teacher/Parent

C. INTER-RATER RELIABILITY

Paired T-Tests

(a) Student - Teacher over 4 sections:

Paired t value : -4.213
degrees of freedom : 70
probability <.001

Significant difference between mean scores.

(b) Parent - Teacher over 3 sections:

Paired t value :	3.424
degrees of freedom :	68
probability	.001

Significant difference between mean scores.

(c) Parent - Student over 3 sections:

Paired t value :	-.791
degrees of freedom :	67
probability	.43

No significant difference between mean scores.

(d) Teacher - Student over 3 sections

Paired t value :	-4.752
degrees of freedom :	71
probability	<.001

Significant difference between mean scores.

D. CONTENT VALIDITY

See mean scores for student groupings.

III. Pre-Test and Post-Test Data Comparison

A. SAMPLE INFORMATION

	Pre-Test	Post-Test
initial number of subjects	104	**72**
absences	4	**4**
lack of parental consent	26	
incomplete teacher screens	2	
original subjects able to participate in III		**4**
sample	72	**72**
designations:		
Students Well Developed (WD)	23	**24**
Students Developing Appropriately (DA)	27	**25**
Students Requiring Assistance (RA)	22	**23**

B. MEAN SCORES FOR SCREEN APPLICATION

Note. Pre-test is regular type, **Post-test is bold type.**

1. By Interviewer:

	Student		Teacher		Parent (3)		Teacher (3)		Student (3)	
minimum score	116	**109**	64	**59**	50	**64**	41	**46**	86	**85**
maximum score	212	**215**	218	**220**	177	**165**	168	**169**	162	**166**
range	96	**106**	154	**161**	127	**101**	127	**123**	76	**81**
mean	172	**172**	154	**156**	127	**130**	117	**118**	130	**131**

2. By Student Grouping:

(a) well developed										
minimum score	141	**150**	154	**153**	107	**117**	113	**117**	110	**119**
maximum score	212	**215**	218	**219**	177	**159**	168	**169**	162	**166**
range	71	**65**	64	**66**	70	**42**	55	**52**	52	**47**
mean	185	**189**	189	**186**	141	**140**	139	**140**	140	**144**
(b) developing appropriately										
minimum score	135	**130**	117	**117**	84	**77**	89	**90**	110	**103**
maximum score	208	**213**	200	**220**	162	**165**	151	**170**	159	**163**
range	73	**83**	83	**103**	78	**88**	62	**80**	49	**60**
mean	178	**176**	164	**168**	134	**135**	124	**126**	135	**136**
(c) requiring assistance										
minimum score	116	**109**	64	**59**	50	**64**	41	**46**	86	**85**
maximum score	197	**180**	146	**163**	145	**134**	111	**117**	157	**138**
range	81	**71**	82	**104**	95	**70**	70	**71**	71	**53**
mean	150	**148**	106	**109**	105	**110**	81	**84**	114	**113**

3. All subjects, Student and Teacher Raters:

minimum	103	**96**
maximum	210	**210**
range mean	107	**114**
mean	162.9	**163.5**
standard deviation	27.84	**29.43**
standard error	3.28	**3.47**

4. Number of subjects with mean scores:

	Pre-test	**Post-test**
151+	52	**50**
100 - 150	20	**21**
< 100	0	**1**

5. By Gender:

	Number		Student		Teacher		Parent (3)		Teacher (3)		Student (3)	
male	43	**39**	163	**161**	144	**143**	122	**125**	110	**111**	123	**125**
female	29	**33**	185	**180**	170	**168**	136	**138**	127	**127**	141	**141**

6. By Grade and Gender:

	n	n	Student		Teacher		Parent (3)		Teacher (3)		Student (3)	
Grade 1												
male	6	**6**	166	**168**	128	**130**	112	**118**	98	**98**	124	**130**
female	4	**5**	179	**186**	180	**184**	143	**142**	136	**140**	132	**141**
overall grade:												
(4)*	147	**149**	(3)**	111	**115**							
	179	**185**	(3)**	137	**141**							
Grade 2												
male	6	**6**	167	**168**	149	**160**	130	**137**	112	**125**	127	**134**
female	4	**4**	185	**183**	152	**159**	139	**130**	118	**123**	142	**139**
overall grade:												
(4)*	158	**164**	(3)**	123	**132**							
	169	**171**	(3)**	133	**130**							
Grade 3												
male	6	**6**	159	**162**	139	**138**	125	**131**	110	**106**	119	**125**
female	3	**3**	180	**168**	156	**142**	121	**128**	116	**107**	137	**123**
overall grade:												
(4*)	149	**150**	(3)**	118	**121**							
	168	**155**	(3)**	125	**119**							
Grade 4												
male	5	**5**	166	**163**	152	**128**	125	**121**	109	**95**	125	**126**
female	3	**4**	191	**188**	183	**186**	148	**154**	135	**136**	146	**152**
overall grade:												
(4)*	159	**145**	(3)**	120	**114**							
	187	**187**	(3)**	143	**147**							

* Student/Teacher

** Student/Teacher/Parent

	n	n	Student		Teacher		Parent (3)		Teacher (3)		Student (3)	
Grade 5												
male	3	1	177	**171**	141	**158**	114	**126**	104	**120**	131	**137**
female	6	**6**	204	**196**	172	**167**	133	**140**	128	**125**	156	**150**
overall grade:												
(4)*	159	**165**	(3)**	116	**135**							
	188	**182**	(3)**	139	**138**							
Grade 6												
male	6	**6**	154	**152**	155	**159**	121	**125**	120	**123**	118	**118**
female	0	**0**	-	-	-	-	-	-	-	-	-	-
overall grade:												
(4)*	155	**156**	(3)**	120	**122**							
Grade 7												
male	6	**5**	160	**157**	170	**141**	126	**119**	132	**121**	122	**115**
female	7	**8**	173	**157**	161	**164**	130	**134**	121	**124**	131	**139**
overall grade:												
(4)*	165	**149**	(3)**	126	**118**							
	167	**160**	(3)**	127	**132**							
Grade 8												
male	5	**4**	156	**150**	121	**133**	121	**125**	95	**103**	121	**114**
female	2	**3**	184	**185**	184	**174**	144	**139**	138	**133**	141	**143**
overall grade:												
(4)*	138	**141**	(3)**	112	**114**							
	184	**180**	(3)**	141	**138**							

* Student/Teacher
** Student/Teacher/Parent

C. TEST-RETEST RELIABILITY

Paired T-Tests

(a) Student raters over both tests
Paired t values : -.376
degrees of freedom : 67
probability .71

No significant difference between mean scores.

(b) Teacher raters over both tests
Paired t values : -.51
degrees of freedom : 67
probability .61

No significant difference between mean scores.

IV. Summary over all Three Phases

	Teacher	Student	Peer	Overall
Phase I (n=49)				
Mean	154.37	169.80	154.57	159.52
Standard Deviation	35.52	29.46	34.73	27.62
Standard Error	5.07	4.21	4.96	3.95
Phase II (n=72)				
Mean	154.26	171.50		162.88
Standard Deviation	39.59	22.90		27.84
Standard Error	4.67	2.70		3.28
Phase III (n=72)				
Mean	156.39	171.46		163.54
Standard Deviation	39.14	25.00		29.43
Standard Error	4.61	2.95		3.47

Appendix Two

Mean Scores by Grade and Sex for Four Sections

Grade/ Gender*	Student	Teacher	Student & Teacher
ECS			
male	164	150	157
female	182	163	173
Grade 1			
male	167	129	148
female	183	192	183
Grade 2			
male	168	155	162
female	184	156	170
Grade 3			
male	159	142	151
female	177	153	165
Grade 4			
male	158	158	158
female	192	151	172
Grade 5			
male	174	150	162
female	200	170	185
Grade 6			
male	160	141	151
female	185	184	185
Grade 7			
male	159	156	157
female	165	163	164
Grade 8			
male	153	127	140
female	185	178	182
Grade 9			
male	165	146	156
female	179	179	179

* Over all three test administrations.

Appendix Three

Social Skills Diagnostic Screen

This *checklist* has been designed to enable the classroom teacher to make a quick assessment of a student's social development in various areas related to school success. For a more detailed assessment, contact the school counsellor.

DIRECTIONS: Put a dot somewhere on the line under the statement which best describes the student's behavior for each of the items listed.

TO OBTAIN SCORE:

Count:		
	1 point	Rarely
	2 points	Occasionally
	3 points	About Half Time
	4 points	Often
	5 points	Almost Always

TO FORM A PROFILE: Join the dots.

Student's Name:_____ Date of Screening: _____

Birthdate: _____ Teacher: _____

School: _____

PERSONAL FACTORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Shows consideration for how others feel.					
2. Interested in good grooming and appearance.					
3. Accepts responsibility for actions.					
4. Expresses feelings in a positive and appropriate manner.					
5. Is self-confident in areas of strength.					
6. Acts appropriately for age.					
7. Shows initiative.					
8. Does well at school work.					
9. Is good at sports.					
10. Controls anger.					
TOTALS:	___x1 =	___x2 =	___x3 =	___x4 =	___x5 =

PERSONAL FACTORS

GRAND TOTAL = (Columns 1+2+3+4+5)	____ 50

INTERPERSONAL FACTORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Makes friends easily.					
2. Makes friends he/she can really trust and shares thoughts.					
3. Understands and helps others.					
4. Says nice things to others when they have done something well.					
5. Shares and cooperates with peers.					
6. Can explain opinions, beliefs and/or feelings easily.					
7. Uses "body language" appropriately to support verbal messages (e.g., smiles, waves, nods, etc).					
8. Shows a reasonable amount of assertiveness.					
9. Can start and end conversations without feeling nervous or uneasy.					
10. Politely questions rules that may be unfair.					
11. Actively listens to others when they are talking.					
12. Asks questions skillfully.					
13. Participates in group activities.					
14. Adapts easily to new situations.					
15. Accepts people who are different.					
16. Can compromise where it seems appropriate.					
TOTALS:	___ x 1 =	___ x 2 =	___ x 3 =	___ x 4 =	___ x 5 =

INTERPERSONAL FACTORS

GRAND TOTAL (Columns 1+2+3+4+5)	=	___ / 80

SOCIAL REASONING SKILLS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Recognizes unusual aspects of social situations.					
2. Can relate new social situations to previous social situations.					
3. Understands why things have happened as they have.					
4. Can resolve problems.					
5. Can create novel responses to problems.					
6. Makes decisions thoughtfully.					
7. Can choose the best alternative.					
8. Shows curiosity.					
TOTALS:	___ x 1 =	___ x 2 =	___ x 3 =	___ x 4 =	___ x 5 =

SOCIAL REASONING SKILLS: FACTORS:

GRAND TOTAL (Columns 1+2+3+4+5)	=	___ 40

CLASSROOM BEHAVIORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Initiates interaction with teacher when appropriate.					
2. Can work independently.					
3. Perseveres in activities for an appropriate length of time.					
4. Contributes to discussions.					
5. Follows classroom procedures.					
6. Does homework on time.					
7. Is careful of possessions and property.					
8. Listens to the teacher when directions are being given.					
9. Completes tasks.					
10. Uses time efficiently.					
TOTALS:	___ X 1 =	___ X 2 =	__ X 3 =	__ X 4 =	__ X 5 =

CLASSROOM BEHAVIORS: FACTORS:

GRAND TOTAL = ___
(Columns 1+2+3+4+5) 50

SCREEN AGGREGATE:

1.	Personal Factor Grand Total:	/50
2.	Interpersonal Factor Grand Total:	/80
3.	Social Reasoning Skills Grand Total:	/40
4.	Classroom Behaviors Grand Total:	/50

(Add Grand Total Scores) = _____
/220

ASSESSMENT RANGES:

186+ - WELL DEVELOPED
135-185 - DEVELOPING APPROPRIATELY
0-134 - REQUIRES ASSISTANCE

Appendix Four

SSDS Composite Profile Form

PERSONAL FACTORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Shows consideration for how others feel.					
2. Interested in good grooming and appearance.					
3. Accepts responsibility for actions.					
4. Expresses feelings in a positive and appropriate manner.					
5. Is self-confident in areas of strength.					
6. Acts appropriately for age.					
7. Shows initiative.					
8. Does well at school work.					
9. Is good at sports.					
10. Controls anger.					
TOTALS:	__x1 =	__x2 =	__x3 =	__x4 =	__x5 =

PERSONAL FACTORS

GRAND TOTAL = (Columns 1+2+3+4+5) ____ /50

INTERPERSONAL FACTORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Makes friends easily.					
2. Makes friends he/she can really trust and shares thoughts.					
3. Understands and helps others.					
4. Says nice things to others when they have done something well.					
5. Shares and cooperates with peers.					
6. Can explain opinions, beliefs and/or feelings easily.					
7. Uses "body language" appropriately to support verbal messages (e.g., smiles, waves, nods, etc).					
8. Shows a reasonable amount of assertiveness.					
9. Can start and end conversations without feeling nervous or uneasy.					
10. Politely questions rules that may be unfair.					
11. Actively listens to others when they are talking.					
12. Asks questions skillfully.					
13. Participates in group activities.					
14. Adapts easily to new situations.					
15. Accepts people who are different.					
16. Can compromise where it seems appropriate.					
TOTALS:	__x1 =	__x2 =	__x3 =	__x4 =	__x5 =

INTERPERSONAL FACTORS

GRAND TOTAL = (Columns 1+2+3+4+5) ____ /80

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SOCIAL REASONING SKILLS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Recognizes unusual aspects of social situations.					
2. Can relate new social situations to previous social situations.					
3. Understands why things have happened as they have.					
4. Can resolve problems.					
5. Can create novel responses to problems.					
6. Makes decisions thoughtfully.					
7. Can choose the best alternative.					
8. Shows curiosity.					
TOTALS	__ x 1 =	__ x 2 =	__ x 3 =	__ x 4 =	__ x 5 =

SOCIAL REASONING SKILLS: FACTORS:

GRAND TOTAL (Columns 1+2+3+4+5)	=	___ /40

CLASSROOM BEHAVIORS	Rarely	Occasionally	About Half Time	Often	Almost Always
1. Initiates interaction with teacher when appropriate.					
2. Can work independently.					
3. Perseveres in activities for an appropriate length of time.					
4. Contributes to discussions.					
5. Follows classroom procedures.					
6. Does homework on time.					
7. Is careful of possessions and property.					
8. Listens to the teacher when directions are being given.					
9. Completes tasks.					
10. Uses time efficiently.					
TOTALS	__ X 1 =	__ X 2 =	__ X 3 =	__ X 4 =	__ X 5 =

CLASSROOM BEHAVIORS: FACTORS:

GRAND TOTAL (Columns 1+2+3+4+5)	=	___ /50

SCREEN AGGREGATE:

1.	Personal Factor Grand Total:	/50
2.	Interpersonal Factor Grand Total:	/80
3.	Social Reasoning Skills Grand Total:	/40
4.	Classroom Behaviors Grand Total:	/50

(Add Grand Total Scores) = ___ /220

ASSESSMENT RANGES:

186+	- WELL DEVELOPED
135-185	- DEVELOPING APPROPRIATELY
0-134	- REQUIRES ASSISTANCE

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